JUL 28 1927

Journal of EDUCATION

BOSTON, MASS.
Vol. CVI. No. 4.

July 25, 1927

TEN CENTS A COPY
BY THE YEAR, $3.00

Just Published

McKinley, Howland and Dann's WORLD HISTORIES

WORLD HISTORY IN THE MAKING
Illustrated 752 pp. $1.92

WORLD HISTORY TODAY
(Ready in August)

UNUSUALLY readable and teachable . . . provide a graphic account of European history from prehistoric beginnings to the present time . . . written in a vivid, realistic style . . . trace the sequence of chief events and show the causal relations between them. . . . enable the student to understand many present-day conditions of social and national life . . . give a large number of "localized helps" and questions which keep the student alert and interested . . . treatment rational and impartial.

THE AUTHORS ARE

Albert E. McKinley, Ph.D., Professor of History, University of Pennsylvania, *Arthur C. Howland*, Ph.D., Professor of Medieval History, University of Pennsylvania, and *Matthew L. Dann*, A. B., Principal of Richmond Hill High School, City of New York.

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

Adopted by Indiana and Oregon for Exclusive Use

THE McCALL SPELLER

McCALL and HOUSER

A PUPIL'S INTRODUCTION gives definite method for study.

AIDS TO SPELLING point out the peculiarities of the more difficult words.

STUDY EXERCISES for each week give practice in applying the rules of spelling.

A SCORE CARD for each pupil in each of Grades 2-8 inclusive serves as a record of the pupil's progress and standing.

Write for Further Information

Laidlaw Brothers

2001 Calumet Ave. Chicago **36 West Twenty-fourth St. New York**

DETROIT READING TEST

By CLAUDIA M. PARKER
and EVELINE A. WATERBURY
Assistant Supervisors of Reading
Detroit, Michigan

A series of four tests for grades 2 to 9, each containing twelve short paragraphs to test reading comprehension.

In vocabulary, difficulty, type of test paragraph and form of questions, the tests have been carefully devised. They measure that type of reading general in classroom procedure.

Experimental use before publication has shown that these tests yield a highly reliable and valid measure of ability in reading. They can be given in a short time, are easy to administer, and can be quickly scored. With thirteen different forms now ready, the **Detroit Reading Test** is especially well suited for measuring progress from term to term.

The price per package of 25 with Manual of Directions, Key, and Class Record of any form of any of the four tests is 90 cents net, transportation charges additional. The price of a specimen set for examination is 25 cents postpaid.

Send for further information

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland and Manila

Join the parade
for

HORTON-CAREY READERS

They furnish more than mere instruction in reading. They contain cultural material of the sort that will acquaint children with the masterpieces they can appreciate and at the same time create a taste for fine literature.

D. C. HEATH AND COMPANY

NEW YORK BOSTON CHICAGO ATLANTA DALLAS SAN FRANCISCO LONDON

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JULY 25, 1927

EDITORIALS:—
"The Best Business" 75
A Memorable Letter 76
President W. S. Smyth 76
What Is Your Professional I. Q.? 76
Next Issue That of August 15 76

WAYSIDE WEEDS 77
By A. E. Winship

IT CAN BE DONE (Poem) 77
By Edgar A. Guest

BELDING'S PAGE 78

TEACHING THE TEACHERS 79
By A. W. Burr

CHARACTER AND EDUCATION 82
By Daniel L. Marsh

GIRL SCOUT SUMMER TRAINING CAMPS 84
By Jane Deeter Rippin

KEEPING FIT (Poem) 85
By L. L. Caldwell

SELLING AN HONOR SOCIETY 86
By R. R. Dodge

BENJAMIN FRANKLIN 87

HARVARD BULLETINS IN EDUCATION 87

EDUCATION IN ACTION 88

TREND OF THE TIMES 90

THE BOOK TABLE 91

GRINS BETWEEN GRINDS 93

JOURNAL MAIL BAG 94

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

"The Best Business"

"I THINK I'm in the best business in the United States," said an entire stranger to me in the Union Pacific dining car in Kansas on June 21, 1927.

We were passing through the flooded district of North Central Kansas. "I am glad I am not trying to harvest wheat or raise corn in that flood," he said, and added: "I think I'm in the best business in the United States." I did not ask what his business was, for a man so enthusiastic over his business would tell me, and, incidentally, the other fellow does the talking politically, religiously, industrially, and professionally when I am traveling.

"I am principal of a community high school on the Santa Fe railroad in Western Kansas." Then he told about the stock raising of the patrons of his school, of the girls he sent to the State Teachers College at Emporia, and the boys who have gone to the Agricultural College at Manhattan.

It happens that just a month before, May 21, I was on that same train en route to San Francisco, and now, on June 21, I was en route to Seattle, and in that month I had had exceptionally interesting professional experiences, traveling several thousand miles, in nine states, but no one had said that teaching is the best business in the United States, and no other stranger has ever said that the best business in the United States is being principal of a community high school in Western Kansas.

I am a bit prouder than ever that my life is devoted to public school education. It was a temptation to tell this stranger what I find to be the best business in the United States, and that I was en route to Seattle to attend the meeting of the National Education Association, but I resisted the temptation.

It is a social and civic crime to have a school curriculum that is "unbalanced, heavy with academic subjects, almost destitute of vocational and health activities."

A Memorable Letter

REV. DR. SAMUEL A. ELIOT, who has accepted the pastorate of the famous Arlington Street Unitarian Church of Boston, is the son of the late President Charles W. Eliot of Harvard. The eminent success of the son enhances public and professional interest in a letter of the father which Harold D. Carew published in the Boston Globe on May 29.

The letter was written to Principal Williston of the Cambridge High School when the father had decided to withdraw the fifteen-year-old lad from the city high school and place him in a private school:—

"Cambridge, 19 September, 1877.

"My dear Sir: After much consideration I have decided to send Sam to Mr. Hopkinson's school. He has not done well at the High School, and I think he will have a better chance of making substantial improvement if his surroundings are now changed, than he would in the school where he has got used to being lazy and improvident. It seemed to me that I must change his school now or not at all. A year hence would be too late.

"Let me say distinctly that I believe Sam's failure thus far to be his own fault and not the fault of the High School in any degree. Having no disposition whatever to criticize the school, and indeed wishing for several reasons that Sam could stay there, I still think it my duty to change the boy's surroundings as completely as I can, and so give him as good an opportunity as possible for forming the habit of thorough work which he has thus far failed to acquire.

"Sam himself desired to remain at the High School, though he agrees with me as to the general result of his last three years. He also assents to the proposition that he is himself to blame. Indeed, he has never been disposed to criticize in the least his teachers (except one or two of the women teachers) or the school as a whole. Nevertheless, the fact remains that at fifteen years of age his school attainments are very small and he has no habits of study.

"I have come to this conclusion very reluctantly, and perceive very clearly that the change is an experiment of which the issue is doubtful; but on the whole it seems to me the most promising and hopeful course. I think Mr. Bradbury took special pains with Sam last year, and should be much obliged to you if you would convey to him my sincere acknowledgments for that kindness.

"Believe me, my dear sir,

"Yours very truly,

"Charles W. Eliot."

It is a temptation to philosophize and moralize on that letter, but we think it vastly more impressive to leave it to do its own philosophizing and moralizing.

President W. S. Smyth

THE selection of W. S. Smyth to succeed Dr. W. E. Pulsifer as president of D. C. Heath Company is guarantee that there will be no dimmer on the vigor or vitality of the house that has had a distinct professional personality. President Smyth was born into the management, as his father was the running mate of Mr. Heath in the early days and always a brilliant associate with President Pulsifer. Mr. Smyth is treasurer as well as president. Frank E. Hummel of the Chicago office is vice-president. Dudley R. Cowles is secretary. The Board of Directors is complete by the addition of Elijah C. Hills and Franklin W. Scott.

What Is Your Professional I. Q.?

[Answers are on page 94.]

141. What authority on the history of mathematics is author of a series of elementary school arithmetics?
142. Who was America's greatest essayist?
143. What Massachusetts State Normal School has been located in three places and what were those places?
144. What eminent statesman imported the first pure breed beef cattle that are now the most numerous breed of beef cattle in the United States?
145. Who wrote "Leaves of Grass"?
146. What School Book House has prominent members of the firm vitally associated with four prominent universities?
147. Where was "The House of Seven Gables" written?
148. Who publish Denis A. McCarthy's poems?
149. Who is principal of the Francis W. Parker School, Chicago?
150. With what great movement was Susan B. Anthony associated?

Next Issue that of August 15

FOLLOWING a custom of many years the Journal of Education will observe a midsummer vacation of two weeks. The issues to be omitted are those of August 1 and 8. The Journal's business and editorial offices remain open during the interval.

The Journal for August 15, first following the recess, will contain reports of the Seattle meeting of the National Education Association, by our editor in chief and other correspondents.

The fact that the sessions were held 3,000 miles away from this office, while not an insuperable barrier to the reporting of the convention in one of our July issues, was nevertheless a factor to be considered.

Our readers will be rewarded for the delay, we doubt not, by a fuller and more interesting resume of this highly significant assemblage of public school men and women.

Wayside Weeds

By A. E. WINSHIP

ONE of the agricultural tragedies is the wayside weed crop. When the public allows the wayside weed to go to seed, it scatters weed seed far and near on field and garden. The farmer and gardener pay taxes out of the fruit of their labor, and township, county and Federal government appropriate vast sums out of tax money to build good roads, but the local road officials assume no responsibility for protecting taxpayers from weed seed.

The schools receive much more tax money than does any other public service. From a third to a half of the local tax is for schools, but all the tax money used for making better citizens sixteen years hence is in its school appropriation.

In what we say now there is radical difference of opinion. We merely state our own position and tell why we take this position. We have no disposition to quarrel with those with whom we differ.

There should be no serious attempt to discipline the baby, certainly not until it creeps, and then only regarding the limitation of the area in which he creeps, and of this we speak quite definitely in writing about the child.

We seriously question the wisdom of trying to make the baby sleep at any given time, of lying down at any given time. He knows what he wants and when he wants it, just as he knows when and how he wants to creep.

The only money appropriated to make better fathers and mothers in the future, better workmen, better employees, better voters, better men and women in the future is in the school budget. When teachers secure a certificate to teach they receive the only certificate issued by the state for the education of boys and girls to live better lives, to be better citizens, to be good, and good for something. The taxpayers should have supreme interest in having the public get the highest dividend possible on this investment.

Unfortunately, the public allows many wayside weeds to go to seed, scattering vicious influence, demoralizing the social, industrial and civic morale of future men and women.

In one highly enterprising city the street railway, the fakirs, the show people and real estate schemers planned for an amusement park opposite one of the largest high schools—Junior and Senior—with more than 1,200 students. When the principal protested she found a multitude of supposedly good people backing the amusement park proposition, and it almost jeopardized her position to prevent that wayside weed nuisance from being a demoralizing influence. Fortunately in the end there were enough decent citizens aroused to prevent this evil influence there.

In another city, opposite a school, day and evening, devoted especially to the education of young people and the safe-guarding of their social and civic morale, a large dance hall was being built directly opposite the school. When the principal protested she found that the proprietor already had a license for the utmost limit of privilege; that the owners of the land had powerful influence; that the mayor, city government, and all other needed influence had been quietly secured before the plans of the builder were known.

The rally of the Kiwanians, especially, and ultimately leaders of the business world joined the principal, and this wayside weed was eliminated, and a garage was substituted. The greatest civic, social, industrial, yes, and financial interest in any city is getting the greatest return for its school appropriation, and the public should be educated to be eternally watchful lest the public does itself irreparable harm by neglecting wayside weeds.

It Can Be Done

BY EDGAR A. GUEST

Somebody said that it couldn't be done,
But he with a chuckle replied
That "maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with a trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.

Somebody scoffed: "Oh, you'll never do that;
At least no one ever has done it";
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start to sing as you tackle the thing
That "cannot be done," and you'll do it.

Belding's Page

BRAIN DEVELOPMENT

INTERESTING notes regarding the upward progress of mankind have been set down by Dr. Frederick Tilney, professor of neurology at Columbia University. Dr. Tilney has been making a comparative study of the brain dimensions of all the known specimens of prehistoric man. He finds that growth has been continuous, particularly in the breadth and capacity of the cerebrum. He warns, however, that great as has been the development of inventive genius by mankind, the power to control man's own nature has not developed to any corresponding degree. Without that power, inventions may prove man's undoing.

Here is argument for character education, the most needful and fundamental of all human training.

Dr. Tilney has traced the growth of right-handedness. In proportion as early man ceased employing his forward limbs in walking on the ground and climbing trees, he was enabled to carve pieces of flint and protect himself and his family. It was at this stage that man learned to drive larger animals out of their caves and to take possession. Also at this point, Dr. Tilney thinks, began that strong instinct for possessiveness which has been the basis of nearly half the laws of modern states. It is well to realize how deeply rooted is this instinct, when we tackle problems of socialism and communism in our thinking.

In the fall Dr. Tilney will publish a book, "The Brain from Ape to Man," which should prove illuminating and provocative of discussion.

WAITING FOR THEIR MARKS

VACATION is no rest time to the young men and young women who are awaiting word from their examinations. Much criticism of the difficulty of College Board tests is again heard in the land. Some of it may be justified. Maybe the whole system of examinations is wrong. Educators are evidently in doubt, or we should not see so many different experiments going on in the devising of tests and questionnaires, all of them aimed at measuring the contents and capabilities of the student.

Nobody has yet discovered the key to this vexatious riddle. The overcrowding of the colleges has forced them to exercise greater care in selecting the ones to be admitted. Faculties are striving in a multitude of ways to ascertain the worth of the material which presents itself for admission and instruction. Principals and friends are besieged with questions in bewildering array. Some of the blanks are brilliantly conceived. Others are irritating and stupid. Amid all the welter of inquiries some first-rate applicants are probably denied an entry, while others quite unworthy undoubtedly leak through the sieves. On the whole, however, the questionnaire and the personal interview, coupled with such information as the secondary school can supply about scholarship, probably afford a better criterion than mere tests of knowledge and thought-power in particular fields of study. In time, education will pull out of the examination rut into an improved high-road. Meanwhile, there is much suffering of mind and no little cramming of heads for the next ordeal, in September.

AMERICA'S BROADENING OUTLOOK.

A HOPEFUL sign of American education is the growing desire to see ourselves as others see us. No longer is it accepted as good practice to teach half-truths about America's dealings with other nations. Spread-eagle patriotism is rapidly going out of vogue.

If nations are to dwell together on terms of amity it is well that the people of one nation should be able to recognize the characteristic traits and particularly the virtues of other nations and races. Hence the value of studying authentic accounts of foreign customs and personalities; learning what our neighbors admire in a hero and what they despise. Best of all, perhaps, is the exchange of students between countries. Cecil Rhodes was the first to give strong impetus to this movement. Today various agencies provide opportunities and encouragement to more than 600 American young men and young women to study in other lands. Through travel immense numbers of Americans are broadening their knowledge of other races and countries.

All this has value. Like all good things it may be overdone. Some of our citizens would never be satisfied until we gave up all national loyalty and were completely internationalized. But the best internationalism calls for no leveling of national boundaries. Let us be Americans first; then citizens of the world.

Anson W. Belding

Associate Editor.

Teaching the Teachers

By A. W. BURR
Beloit College

THE teaching profession still labors under several false assumptions.

A common one is, the more a teacher knows the better the teaching. So it is more summer courses in subject, more scholastic degrees, more calling of textbook writers as instructors. There is more pay for summer school attendance, but the classes taught after it know little difference. Half the Ph. D.'s would fail with a freshman high school class. I have known university professors who could not half teach their own books.

Teaching is more than knowing.

A corollary often met is, the more a class is told in explanation or lecture the more it will know. Teaching is more than telling.

A second peculiar idea is that there is just one good way of teaching. Teacher-training schools have their orthodox mould. Waves of "Project" and "Contract Methods," of "Socialized Recitation" and "Standardization" sweep through city school systems. This trying to mould teachers and their children into standard patterns is the pitiable thing in our education. The blessing is that it never wholly succeeds. But the loss by it is incalculable.

A third prevailing practice is to make the requirements of a lesson the same for every member of the class. It assumes that a class starts out as an intellectual democracy in which all are equals. And one-third become mental jog-trotters over the curriculum, one-third are distanced, and one-third, the average, have a good race to the end.

Like the third is the practice of having all the lesson recited in detail. It assumes that the teacher and a class are for having lessons learned, and then repeated to see if they were learned. This has made school learning a bore.

With this practice appears another assumption, that only the teacher asks questions, and the learner only answers them. There is no exchange of roles. No learner gets the viewpoint of the teacher, a loss to the learner and a greater one for education when some day he becomes a teacher.

May another false assumption be added, that the teacher is concerned only with giving, explaining and hearing lessons, and grading the learner's effort; but how he gets his lessons is the learner's own private matter; yet how he studies is far more important than what he learns. Hearing and marking lessons is not teaching.

Teaching is teacher and learner finding out what each knows and both finding more to know. It is an osmosis of the lesson content of two minds. Each wants to know what the other knows, and know more.

As all knowledge is held in affirmations, finding out what another knows is done by giving a part of a statement, or some cue association, for the other to give the whole. "What is a noun?" "How would you go to an island?" It is always a matching game, like dominoes. Whether teacher or learner leads in the game, one must say or do something for the other to know what to say or do, to tell what he knows. Teaching is a classroom conversation. Poor teaching is knowing but one way of suggestion, and doing that poorly year in and year out.

What are the ways of exploring the content of a learner's mind about a lesson?

(1) By cue words or phrases. "What is an island?" "What did you learn about Columbus today?" Or, "about 1492?" Many teachers would ask: "Who discovered America"; giving away two of the four ideas to get one.

Cue word association is a memory exercise. Its interrogatives are: what, who. Many teachers know no other way.

(2) By some use, or by a thought association. "How would you cross a bay, Mary?" "How did the people of Europe first learn about this country, Henry?" It is giving some use of a statement, or recognizing it in another form than that of the book, a thinking exercise.

(3) By picture association. "What did you see, Mary, when you studied about an island?" "When you read about the discovery of America, Henry?" The author of the statement had a picture that he painted with words. Learner and teacher match the pictures that the words give to each a fine game of imagination. There is no better path to oral and written composition.

(4) By association of instance and whole, of particular and general. "In the sentence, John is a good boy, what is good?" "An adjective." "Why?" "It tells the kind of boy." "Why does that make good an adjective?" "All words that tell the kind of person or thing are adjectives."

The teacher points to Cuba on the map, and says: "What Why, Why," and reaches the universal, all. "Why put tens under tens in addition, or give fractions the same denominator, for adding?" "Why?" A child can see that only like things can be added. This is reasoning.

How then would I have these four ways of association taught in a summer school to a

class of teachers? Somewhat as follows:—

The class of twenty-five or thirty—not more, for it is not a lecture course—would have high school textbooks, history, English, civics, all alike, and notebooks.

I.—Cue Word Questions.

(1) First lesson. Set forth fully the way of finding out what the learner knows by the use of questions having cue or associating words of the text. Illustrate by framing questions on several paragraphs of the text.

Assign an ordinary high school lesson; ask each one to write out for tomorrow a set of cue word questions covering the lesson, underscoring the cue words, and putting in the margin the number of the paragraph or page; also tell the class to prepare the lesson for reciting it.

(2) Second lesson. Collect the papers; select one and teach the class by it, calling on the class to recite; call for comments; take another paper and teach by it; read two or three papers and comment on them.

Make the third lesson like the second, and appoint three or four to teach, using papers that may be handed in. Look over the papers that are handed in and write on each a word of comment.

(3) Third lesson. Comment on several points on papers looked over; collect papers for the day; call on two of those appointed to select papers and teach.

Have several tell how they prepared their papers.

Assign another lesson, asking half to hand in questions, and half, lists of cue words for questions; give half of the papers handed in to three or four members of the class to look over and write their comments on them; take the other half yourself and look over.

(4) Fourth lesson. Collect papers, comment on papers looked over; have lists of words read; have the class turn to a new page and give them five minutes to write the cue words for questions; have several lists read. Try it again on another page; have several read. Try a third page in four minutes.

For next lesson assign to groups papers as follows:—

What is a fair cue word question? Illustrate.

What is a poor question? Illustrate.

The values of cue word questions?

The faults and dangers of cue word questions.

How to direct a class to prepare for cue word questions.

(5) Fifth lesson. Have some of the papers of each kind read; after the last paper of each kind call for additional points of other papers; collect papers for later comment.

II.—Cue Thought Questions.

After comment on the papers handed in, take up for the next five lessons questions having a use, a comparison, a new statement—one avoiding the words of the textbook—as the cue for the learner to tell what he knows. "Why would you build a house on a cape?" "How does a cape differ from an island?" "What would you call land that went far out into the water?"

As this form of question will be new and difficult, explain and illustrate fully, and use the lessons assigned with the cue word questions, if suitable.

Proceed with the five lessons somewhat as with those of cue word questions. This form both finds out what the learner knows, and adds to his knowledge by uses of it, and by new forms of statement.

III.—Picture Association.

This is finding the learner's grasp of the lesson by calling for certain pictures that the words of the text suggest. The words in the book came from pictures in the mind of the writer. The reader must see swiftly, but more or less clearly, the author's pictures if he has the writer's meaning.

If the learner knows, he tries to paint in his own words the picture he saw in the writer's words. "What did you see when you read what an island is?" "About the discovery of America?" "The Battle of Bunker Hill?" "The Monroe Doctrine?" The problem for the teacher will be to select the significant pictures of the lesson.

Some pictures may be oral and some written. Encourage some to paint the picture with lines. Give five lessons to this important form, proceeding as with the word and thought types. See that the lessons used lend themselves easily to this use of pictures, to reveal what the learner knows. It will be a matching of teacher's and learner's pictures, and the teacher will often find himself a learner.

IV.—Association of Instance and Law.

This is a deductive process. A statement and a reason for it usually imply a universal. In the sentence, "James writes a letter," the learner says: "James and letters are nouns because they are the names of persons and things." Which implies that all names of persons and things are nouns.

In the form of a syllogism we would have, all names of persons and things are nouns.—Major premise.

Since James and letter are names of persons or things.—Reason.

Therefore, James and letter are nouns.—Statement.

Notice that by crossing out the subject of the first and the predicate of the second, reasoning

is only a form of cancellation. Notice also that by putting *all* before the predicate of the reason given, and making that a subject, and putting the predicate of the statement, the third, after it, you have the universal, the major premise.

The problem for the learner is to find the universals of the lesson, to become conscious of them. But few universals may appear in a lesson, but they are worth finding; for all worth-while knowledge is in the form of universals. It is not what a man says, but what he implies, his universal, that tells what he is, e.g., I cannot do that, for it is not honest. The teacher will help the learner to find universals by pursuing his statements with whys.

Five lessons may be given to this form, proceeding in general as with the preceding types.

The next five lessons may be as follows:—

At the previous exercise assign a new lesson and ask all to hand in questions on it, using at least three types; use some of the papers the next day for teaching the lesson; have some read and discussed.

Do the same thing for the next two lessons. For the fourth and fifth lessons assign to groups, the uses and values of the four types in teaching history, English, geography, arithmetic, etc. The papers are to be read to the class, if called for.

Give the last lesson or two to this problem, making in a talk the following suggestions:—

Next fall, after showing one or two of your classes how to make questions with cue words or phrases, for a month or longer with each lesson assignment, give the class a list of cue words or phrases in the order of the text that you will use in questions.

After a time ask two or three to be ready to put a question when you give a cue word, and sometimes one may tell who is to answer. Pass this service around the class by groups. When best show the class where to look, and how to look for cue words. Drill the class in this on paragraphs for some days. Now ask a group of three or four to hand in cue words for recitation work the next day. Run them over as passed in and use one or more, if possible, for teaching, or read them and ask the class to tell by show of hands which shall be used. Pass this service around by groups.

Once in a while ask a group to furnish questions to use in class, and sometimes in an advanced class have a pupil teach by his set of questions.

After a cue word recitation is well on the way, picture recitations may be started by assigning to two or three definite pictures of the review or advance to fill out in answer to the question, What did you see? Pass this service around slowly and work it out for all the class in the same ways as with cue words.

At the proper stage the same procedure may be taken with cue thought and uses. This will be more difficult.

In some such ways also some of the class may be led to find some universals implied in the learner's or author's statements and reasons. Much can be made of this in grammar, mathematics and the sciences. Grammar and algebra mean little to many, are hated, counted useless, because they are taught as what-studies and not with whys.

SOME RESULTS

(1) What should this summer course do for the teacher and the learner? It should enrich every textbook lesson for both. To attack a page with memory, imagination, thinking, enlarges the mind's contact with its thought, and impresses it deeply. It will do more than much reference work. It teaches the learner how to study.

(2) It individualizes teacher and learner. The training of the different activities reveals personal gifts in both and makes the gifts serve all. For the learner it is no longer remember or fail. If he uses and pictures he will remember. One teacher may have one or two gifts in training, and another be marked for another excellence.

(3) It fits the learner's mind for life. As in life all activities are in use. The classroom is a mental gymnasium with more than one set of apparatus.

(4) It goes a long way to solve the problem of "individual differences." The range of requirements possible makes the same lesson worthy of the best efforts of the brightest and possible for the slower. By example and co-operation one may help the other to do his best, a solution better than sectioning the class, or any go-as-you-please "contract method."

(5) It tends to remove the barrier between teacher and learner that memory tasks create. It is easier to make teaching and learning co-operative efforts.

(6) Preparation for assignments and teaching become finding the possibilities of the lesson for different types of questions and ways of procedure; and teaching becomes fitting the possibilities to the needs and abilities of the learners of the class.

(7) It makes teaching a fine art, and gives it the zest of research. The teacher knows what he is doing, and what for. It is mind fashioning mind. The art of "The Consuming Fire."

P. S.—No teacher will be skilled in all four types of teaching; to be so in one or two will give distinction.

It will be wise to begin the introduction of these types with only one or two classes.

Character and Education

By DANIEL L. MARSH
President, Boston University
[Address at Commencement, 1927]

EARLY in the year I sent a letter to several hundred of the leading men and women of the business world. It went only to those who have been successful as the world measures success. They included leaders in finance, commerce, industry and the professions, in every part of the United States. I do not know the background of training or racial inheritance or the religious opinions of most of those to whom I wrote.

These were the questions: (1) What do you consider to be the essentials of sound character? In other words, if you were the head of a large university, what ideals of character would you seek to impress upon the students? (2) How can these best be developed in young people? (3) a. Do you consider moral and religious training a necessary basis for the best development of character? b. If so, should this training be given at home, in church, or at school?

As I read their answers I decided to send exactly the same set of questions to the graduating class of this university, to see what the younger generation thinks on the subject.

The answers, when reduced by analysis to their simplest terms, show both groups standing pronouncedly for eleven ideals of character. These eleven are: Honesty, love, reverence, industry, intelligence, a moral sense, courage, justice, self-control, and patience.

Honesty is named by 129 per cent. of the leaders of business and by 124 per cent. of the students.

The finer qualities, such as altruism, kindness, sensitiveness, all of which I choose to group under the word love, come second with both groups, being named by 45 per cent. of the leaders of business, and by 81 per cent. of the students. It would look as if the younger generation is more idealistic than the older generation.

Reverence comes third in the estimation of both groups, being named by 30 per cent. of the leaders of business and by 44 per cent. of the students. If the younger generation is not more reverent than the older, at least a slightly larger percentage of students name reverence as an essential of character.

Loyalty comes fourth in the list named by the leaders of business, being named by 28 per cent. of them and by 28 per cent of the students. This is the only one in the entire list receiving exactly the same percentage from the two groups, though the order is shifted, loyalty standing fourth with the leaders of business and fifth with the students.

Industry comes fifth in the list of the leaders of business, and ninth with the students. Industry is named by 28 per cent. of the leaders of business and by only 14 per cent. of the students. Evidently the students have not yet learned that a disposition to industry, to downright hard work, is as important an item in a full orbed character as the leaders of business have learned it to be.

Intelligence (including openmindedness and right thinking) comes sixth with the leaders of business, and is named fourth by the students. It is listed by 22 per cent. of the leaders of business and by 37 per cent. of the students.

The moral sense (including a sense of duty and a sense of right and wrong) is named seventh by both groups, getting a 20 per cent. vote of the leaders of business and a 16 per cent. vote of the students.

Courage has eighth place in the esteem of the leaders of industry, and sixth place with the students, but the percentage is almost the same in both groups, the former giving it 19 and the latter 17 per cent.

Another close parallel comes in justice, which has ninth place with the leaders of business and eighth place with the students, being named by 18 per cent. of the former and 16 per cent. of the latter.

Self-control brings us back to an almost exact parallel, standing in tenth place in both lists, being named by 15 per cent. of the leaders of business and by 14 per cent. of the students.

Patience was voted for by 11 per cent. of the leaders of business and by 12 per cent. of the students.

This study is informing, suggestive, encouraging, inspiring. These elements of character have been agreed upon by the leaders of the world of finance and trade and industry on the one hand, and the seniors of Boston University on the other. Honesty is a central question of character. Even a religious creed becomes contemptible if under it one's conception of truth is so capricious that he will lie when it seems worthwhile. No educational advance is possible without honesty. Honesty is a cardinal virtue of every rightly ordered society. It is not iron bars that make safety deposit

boxes safe. It is the integrity of the man who has keys to the vault. If the time should ever come when honesty should become the exception, the bottom would drop out of political, social, and economic structures.

How can these elements of character best be developed in young people? The answers by both leaders of business and students can be classified under four general heads.

The first is example and environment, including specifically home influence, teachers' influence, and right associates. In this sense the power of example and environment is named by 80 per cent. of the leaders of business and by 97 per cent. of the students.

The second method of character development in both votes is given to what we call education in the narrower sense of the term. In the sense of definite instruction and the use of literature, education is voted for by 40 per cent. of the leaders in business and by 29 per cent. of the students. Those who are opposed to any definite instruction of a moral sort on the ground that it does no good are either ignorant or illogical. If character could not be influenced by instruction, please tell me what it is that makes the difference in results of training a man in a military school or a socially progressive college; in a law school or a medical school? If West Point training does not help to make efficient army officers, why should it be maintained at government expense? If Boston University's School of Law does not produce successful lawyers, why should it be tolerated? No one would think of giving a negative answer to any of these questions. To be equally logical we must concede that sound pedagogy warrants training in modes of self-expression of a desirable kind. This does not mean pratings about vague idealism, but it does mean that we must find out the important existing moral and civic situations, and show the students the best way to meet these situations.

Experience is named by the students as third, and by the leaders in business as the fourth means It was voted for by 29 per cent. of the former and by 13 per cent. of the latter. I use here experience in an elastic way to cover definite character training methods in the classroom, project methods of modern curriculum making, the part played by athletic sports and other student activities, the honor system, and discipline and hard work in the school of life.

Precept as a rule of conduct, something that is to be obeyed, is named fourth by the students and third by the leaders of business, being voted for by only 7 per cent. of the former and by 20 per cent. of the latter. Thus it is evident that only one out of five of the mature men in the advancing generation and only one out of fourteen of the rising generation considers the piling of precept upon precept as an effective means of character development. This poor opinion has doubtless been formed while listening to high-sounding platitudes uttered by dull speakers.

In answer to the question, "Do you consider moral or religious training a necessary basis for the best development of character?" the answers are fourfold, as follows:—

First, that neither religious nor moral teaching is necessary is given the smallest vote by the leaders of business and next to the smallest by the students, being voted for by only two per cent. of the former and three per cent. of the latter.

Second, "Doubtful whether such instruction is necessary or not" is second lowest in the esteem of the leaders of business and the very lowest in the esteem of the seniors, only four per cent. of the former being doubtful and only two per cent. of the latter.

Third, "That definite instruction of both a moral and religious sort is necessary, but that religious instruction should be confined to the home and church, while moral instruction should be given in church, home, and school," is voted for by 30 per cent. of the leaders of business, and by 34 per cent. of the students.

Fourth, "That definite instruction in both morals and religion is necessary and that both should be given in home, church, and school," is voted for by 64 per cent. of the leaders of business and 61 per cent. of the students.

Many of those who voted for definite religious instruction in this last group qualify it by saying that the religious instruction should be liberal, free from a denominational or sectarian bias. There is a definite deposit of religious values upon which all reasonable persons should be able to agree. The development of the religious consciousness is essential to sound character.

The exclusion of religious instruction from the schools has not been accomplished by that insignificantly small proportion of our population who label themselves as atheists. It is the result of the petty jealousies that have existed among various religious groups.

We have carried the wise doctrine of the separation of Church and State to such an unwise extreme that we are in danger of forcing the State to foster atheism. We talk much about science, but we are in peril of making science our master instead of our servant. We advocate educational reform without seeming to know that such a reform will depend upon a fresh vision of the moral values which we have been discussing here. We glory in the conquest

of the physical universe, unmindful of the fact that to know how to make our minds, tempers, natures do what we want is more important than to know how to make steam and electricity obey us.

Conduct is character unfolding itself. That is why Emerson says: "Character is higher than intellect. A great soul will be strong to live, as well as to think."

The reason why this question needs to be considered by each new generation is because it is impossible to establish society on so solid a foundation that it will automatically remain pure and vigorous. Every generation is faced with the necessity of saving society. It is impossible to capitalize it so strongly that its accumulated moral strength will not subside and ultimately end in bankruptcy unless its strength is renewed in the newer generations.

Girl Scout Summer Training Camps

By JANE DEETER RIPPIN

National Director of the Girl Scouts

THE opportunities offered by the twelve Girl Scout National Training Schools in outdoor camps scattered from the Atlantic to the Pacific and from southern lakes to northern timber are of interest to teachers for two reasons. First, because they afford an ideal vacation at low cost combining informal instruction with swimming, hiking and resting. Second, because schools are more and more using Girl Scout Troops to take care of extra-curricula activities. Some boards of education are so convinced of the benefit of such training that they give special credits to teachers who qualify as Girl Scout leaders. In one camp last summer the proportion of teachers was over 30 per cent.

Rather informal, but excellent courses are given in crafts, applied art, all branches of nature study with especial attention to forestry under a trained forester, various home crafts, girl psychology, folk dancing, pageantry, song leading, camp management, and all the varied delights of pioneer camping, over-night hikes and holiday camping.

The newest camp is Camp Edith Macy, given by V. Everit Macy in memory of his wife, who was deeply interested in Girl Scout work. It consists of over 250 acres of hills, woods and lakes in the midst of Westchester County, about thirty miles from New York City, and it is open from the middle of May until September.

Affiliations between schools and Girl Scouts increase yearly. Junior High School pupils correspond in age to the largest group of Girl Scouts, and the program is especially fitted to this grade. Senior High Schools and elementary schools also co-operate, as well as private and parochial.

The contribution which the Girl Scout organization makes to a school with which it is co-operating is both direct and indirect. It reinforces the girls' interest in distinctly academic subjects by awarding merit badges in scholarship, languages and writing. It supplements the school curriculum by wider opportunities for the study of forestry, birds, flowers, "star gazing," "rock tapping," farming and gardening. All outdoor life, the year round, is a background for nature study, and the girls are all trained in intelligent conservation of our national resources. The girls learn everyday geography through their use of the compass and by actually walking over long stretches of diverse country. They gain international understanding through their relations with sister scouts in fifty other lands. Through their practice in applied arts they learn to see beauty and train their fingers in beautiful and accurate workmanship.

Civic interests bulk large in Girl Scout activities, but do not infringe upon what is more distinctly school work. The Girl Scouts co-ordinate the interests likely to distract a girl and link them up with her studies. Instead of belonging to this and that and the other, the girl is a Girl Scout, and as such co-operates with a limited number of civic enterprises like the Red Cross, the Junior Safety Council, and the Good Posture League. In many towns the girls are invited by the different departments of the city government to visit the buildings and see for themselves how a city is run. At Hamilton, Ohio, a patrol learning about fire prevention at one of the engine houses had the delightful excitement of a real fire alarm coming in and of timing the exit of the fire truck. Medford, Mass., girls chose hikes that took in historic sites. The Girl Scouts help in community playgrounds, assist the librarians in mending books, organize play for little children in day nurseries, help take care of the park, and make themselves useful in all sorts of ways that develop good community habits. Many of their activities have to do with personal health, community health and the care of little chil-

dren. Responsibilities are arranged so that the girls naturally and gladly assume them.

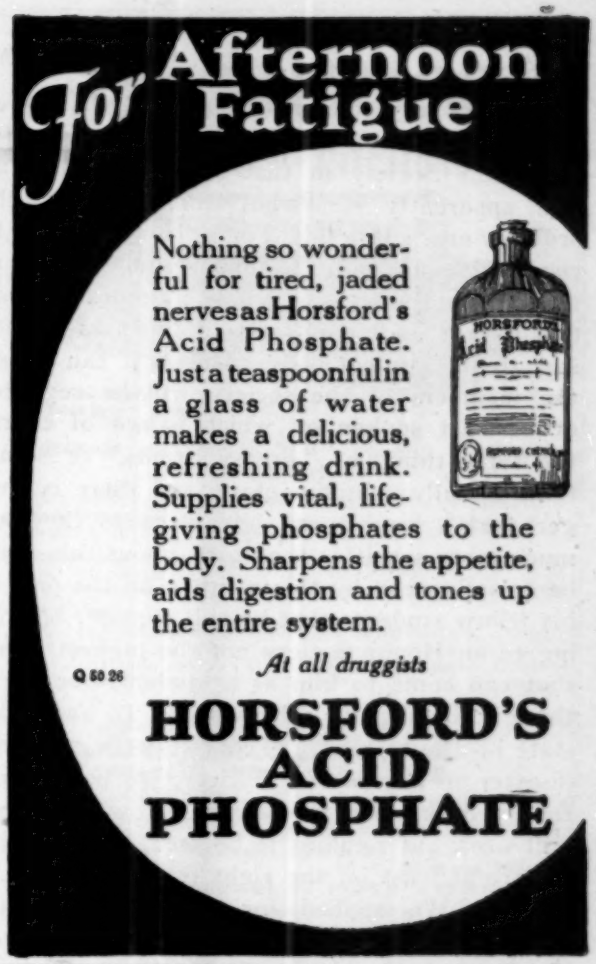
Every individual who develops from the egocentricity of infancy to the altruism which marks a truly mature personality goes through the gang stage. Following this natural division the Girl Scout patrol is made up of six or eight members, one of whom is chosen as leader. Several patrols make up a troop under a leader who must be at least twenty-one years old, specially trained in leadership, and approved by the National Field Committee. The patrol leaders form the Court of Honor, the governing body. The patrol group is like the family; the troop is like the community.

The patrol is small enough for intimacy, but large enough to make co-operation necessary. This small unit helps a girl out of self-centredness into a larger view of life. Patrol games make winning and losing a group rather than a personal affair. Patrol enterprises bring in division of labor, individual responsibility, and co-operation. The play spirit, the group spirit, and the work spirit are harmoniously developed.

The Girl Scout program, in brief, provides a wide range of activities, allows a girl to advance at her own rate, enables her to explore new interests, and affords her the satisfactions of group undertakings and achievements; all this in a form supplementary to her school interests. It meets the needs of the gifted girl, the average girl, and the slow girl. The Girl Scout promises: "On my honor, I will try: to do my duty to God and my country; to help other people at all times; to obey the Girl Scout laws."

The Girl Scout laws are: A Girl Scout's honor is to be trusted. A Girl Scout is loyal. A Girl Scout's duty is to be useful and to help others. A Girl Scout is a friend to all, and a sister to every other Girl Scout. A Girl Scout is courteous. A Girl Scout is a friend to animals. A Girl Scout obeys orders. A Girl Scout is cheerful. A Girl Scout is thrifty. A Girl Scout is clean in thought, word and deed.

The large number of teachers among Girl Scout leaders is one reason for the success of the movement, for teachers see the varied activities as a means of setting free and guiding the energies of girls. They use the program with flexibility and imagination. The Little House at Washington, D.C., offers brief week-end courses especially designed for teachers. Training courses in Girl Scout leadership in colleges and universities and other institutions of learning have been given through the generosity of the Laura Spelman Rockefeller Memorial, to 10,000 students. A list of these colleges as well as information as to other training courses carried on in connection with national and regional conferences can be obtained from the national headquarters, 670 Lexington avenue, New York City. Many school boards make special arrangements for their teachers to take these leadership courses.


For Afternoon Fatigue
Nothing so wonderful for tired, jaded nerves as Horsford's Acid Phosphate. Just a teaspoonful in a glass of water makes a delicious, refreshing drink. Supplies vital, life-giving phosphates to the body. Sharpens the appetite, aids digestion and tones up the entire system.
HORSFORD'S
Acid Phosphate
At all druggists
Q 50 26
HORSFORD'S ACID PHOSPHATE

Keeping Fit

BY L. L. CALDWELL

Hammond, Indiana

Do you have a body squeak?
Then don't neglect it.
Is your ignition system weak?
Then don't neglect it.
Is your disposition sad?
Is your carburetor bad?
Then you ought to go, be-gad,
And see your doctor.

He will over-haul—well,
Don't forget it.
He may find some things to tell,
Don't regret it.
It may take a little while,
To save you from the junk-pile,
But it's worth that little while,
Don't forget it.

Life is short at very best—
Don't neglect it.
Make Health a welcome guest,
Don't disrespect it.
Keep your body well and strong;
Let your heart be filled with song,
Then You Will Live for Long!
Don't Forget It!

Selling an Honor Society

By R. R. DODGE
Fairhaven, Mass.

THE faculty-committee of the Fairhaven High School, in formulating its plans for an Honor Society in that school, has had an aim apparently somewhat different from the ordinary one. It is this: For an Honor Society to succeed it must gain the support and approval of the student body as a whole. In order to do this it must sell itself, as our business friends say, to the student body. Unless it can do so the members of the society will be regarded or at least spoken of, which is not of course the same thing, as "greasy grinds," or something equally complimentary, and there is danger that a boy—I say boy, because they are much more sensitive than girls about this—may be so influenced by this attitude on the part of his fellow students that he will consider belonging to an Honor Society not the highest honor that can come to him as a student, but something to be slightly ashamed of. To avoid this state of affairs, which, of course, in the end spells disaster to any Honor Society, we have taken four precautionary measures. How well they will work out remains to be seen, but we think we are at least on the right track.

First: We applied for membership in the National Honor Society. As there are at present only three or four Massachusetts schools affiliated with the national organization it was evident that this step impressed both members and non-members of the society and perhaps the town as well. I am bound to add that some of this effect has been lost because of the incredible slowness with which the National Society has acted. Their headquarters are in Cicero, Illinois, and we have sometimes wondered if the bandits were holding them up.

Second: We arranged a really impressive installation. The students were as still as mice all through the ceremony.

Third: In pursuance of our idea we had planned to have the student body elect the eligible members. Of course, this was only a gesture, as the number of scholastic and service points acquired determine both the society members and their officers, but the National Society, evidently not quite understanding, objected, so we had to change our student election to student approval, which is less effective, but does fairly well. The secretary of the Student Council gave this address of welcome at our first initiation:—

"As secretary of the Student Council of Fairhaven High School, I extend to you the congratulation and admiration of the student body of our school.

"Just as we look to our athletes to hold high our standard of athletics in our own vicinity and in the college and alumni teams, so we look to you to hold high the even more important standard of scholarship in our high school, in the college which you may later attend, or in the business world.

"Because of physical or other reasons not all of us can make the athletic teams, so because of mental or other reasons we cannot all make this Honor Society, but as Cicero says: 'Even if we cannot ourselves attain to these things, we should admire them when we see them in others.' We should and we do. May you everywhere bring honor upon the Fairhaven High School."

Fourth: We drew up a list of nine special privileges which we hoped would appeal to both members and non-members of the Society. Here is the list of privileges, subject, of course, to withdrawal in individual cases should they be abused:—

SPECIAL PRIVILEGES OF HONOR SOCIETY PUPILS.

1. Permission to leave the school building at recess on last day of each term except the last term.
2. One cut per month in all subjects where the previous term's mark has been A.
3. Library privilege at any library period without permit.
4. No club expenses except for pin.
5. Exemption from term tests in subjects in which the last term's mark was A (except in case of college preparatory students where experience in tests is necessary).
6. Club pin to pass for admission ticket to all school activities carried on in Fairhaven, ball games, parties, etc., and to class activities if class so votes.
7. Permission to leave school on Friday before graduation.
8. Permission to go to lunch without returning to home rooms.
9. Preference given in choice of pupils for all school services receiving financial remuneration.

To this privilege list we hope to add a tenth, a banquet given in June at the installation of the officers for the coming year. To carry out our salesmanship idea still further, we hope to give everyone a part in the preparation for this banquet. The town, we hope, will meet the food cost, they have done it many times for our athletic teams; the cooking department will cook and serve the banquet, the

printing department will print the menu, the art department furnish the place cards, and the other clubs and the faculty—well, they can at least send flowers for the occasion.

When all is done we hope our honor pupils will be proud that they are honor pupils and that the school and the town may entertain for them somewhat the same feeling our highly successful football teams arouse. If we succeed in doing this in these days of excessive devotion to sports, we shall think we have succeeded in an effort to sell our honor society to our school.

Benjamin Franklin

W. P. TRENT well says in the introduction to "The Autobiography of Benjamin Franklin," the edition of Ginn & Company, that Franklin's Autobiography is fully worthy to stand on the same shelf with the plays of Shakespeare and "Paradise Lost." There is no one book that is more important for all American children to read than "The Autobiography of Benjamin Franklin," and the edition of Ginn & Company with Mr. Trent's Introduction and Thornton Oakley's illustrations makes an attractive setting for this invaluable book.

I had read "The Autobiography of Benjamin Franklin" in my young manhood, and snatches of it from time to time, but I was so infatuated with it that I rambled through the Ginn edition of it and said to myself repeatedly that it was better psychology than much that I have been reading in recent times, and I would urge teachers to read this autobiography with great care, seasoning professional psychology with the real thing in the life of one of the greatest of Americans.

A few "Sayings of Poor Richard":—

"Diligence is the mother of good luck."

"Wealth is not his that has it, but his that enjoys it."

"Who has deceived thee so oft as thyself?"

"Three can keep a secret if two of the three are dead."

"The sleeping fox catches no poultry."

"There are no gains without pains."

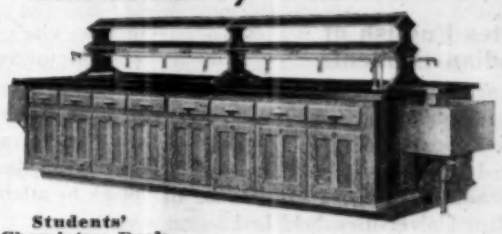
Harvard Bulletins in Education

THE Harvard Graduate School has chosen its own method of professional leadership in education and is already demonstrating a personality quite unlike that of any other university, a personality that develops a professional education as distinct from any other scholastic product as Harvard scholarship has maintained standards all its own. Harvard has never been in competition with anyone anywhere; has never had a "drive" for students or for funds, and yet it has $86,000,000 aside from its vast holdings of real estate, making it the wealthiest college in the New World.

Along the same line Harvard Graduate School has a distinct professional personality, and in nothing is this more characteristic than in the "Harvard Bulletins in Education," of which twelve have already been issued, each of which is a real educational contribution.

The following are the Bulletins already issued: "The School System as an Educational Laboratory," by William S. Learned; "Scales for the Measurement of English Composition," by Frank W. Ballou; "Bridging the Gap: The Transfer Class," by F. W. Wright; "A Selected Critical Bibliography of Vocational Guidance," by John M. Brewer and Roy W. Kelly; "A Descriptive Bibliography of Measurement in Elementary Subjects," by Henry W. Holmes and others; "Business Practice in Elementary Schools," by Roy Davis; "Sight-Saving Classes in the Public Schools," by R. B. Irwin; "The Financial Support of the University of Michigan: Its Origin and Development," by R. R. Price; "A Test of High-School Chemistry," by Henry L. Gerry; "Mental Measurement in Educational and Vocational Guidance," by J. M. Brewer and others; "Religious Education in Public School Time," by Floyd S. Gove.

Kewaunee
Laboratory Furniture



Students' Chemistry Desk

Thousands of Schools Now Properly Equipped to Teach Science

The past few years have witnessed a wonderful transformation in the Laboratory Equipment of the Schools and Colleges of America.

Hundreds of new schools have been built—and in most of them—as well as in hundreds of old schools—Kewaunee Laboratory Furniture has been installed.

We are anxious to send full information about good Laboratory Furniture to any Science instructor. Just ask for a copy of the Kewaunee Book. Address all inquiries to the home office at Kewaunee.

Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS
C. G. CAMPBELL, Treas. and Gen. Mgr.
167 LINCOLN ST., KEWAUNEE, WIS.
CHICAGO OFFICE
1511 Kimball Bldg. 25 E. Jackson Blvd.
NEW YORK OFFICE, 70 FIFTH AVENUE
Offices in Principal Cities

EDUCATION IN ACTION

Berates English of Canadian Students

An arraignment of the general laxness of students at Canadian universities in the use and study of English, featured an address by Professor E. K. Broadus before the Conference of Canadian Universities, held in London, Ontario. He felt that much of the slovenliness in the use of English was due to the fact that students impatiently read their reference books and textbooks with the one aim of obtaining facts. There was little leisurely, thoughtful reading. "The daily necessity of keeping abreast of many diversified and unrelated subjects would in itself habituate them to piecemeal and superficial reading," he asserted. The prevalent weakness in English he attributes to improper home and high school training, sheer fogginess of mind, and illusion that plain English is not good English, general slovenliness, faulty voice projection and faulty reading.

Chicago Teachers Face Salary Cut

The salaries of Chicago's public school teachers may be cut twenty per cent. starting in September, President J. Lewis Coath of the school board has stated. Lack of sufficient funds, he said, will compel either the closing of the schools for two months or the cutting of salaries, and he added that "the schools will not be closed as long as I am president of the school board." The schools face a deficit of $4,500,000, it was pointed out, and a twenty per cent. reduction in all teachers' salaries would approximate this sum. "This crisis is due," Mr. Coath explained, "to the teachers themselves, who through their representative, Miss Margaret Haley, succeeded in blocking in the legislature the bill of Mayor Thompson, which would have permitted the transfer of forty per cent. of the school building fund to the educational fund."

Portuguese Girl Gets Scholarship

A Portuguese immigrant girl who came to New Bedford, Mass., alone from the Azores ten years ago has graduated from the New Bedford High School with honors. Her zealous quest for an education was recognized by the New Bedford Women's Club in the award to Miss Laurinda C. Andrade of a $150 scholarship. For more than six years after her arrival in this country Miss Andrade worked in the city's cotton mills to earn enough to finance the high school course she was determined to take. She entered the high school in February, 1924, and graduated six months ahead of those who entered with her. She plans to attend Brown University.

Likes Vacation So Well He Sets School Afire

The first week of vacation having proved thoroughly enjoyable, Americo Binaco, twelve, of Red Bank, N. J., decided to burn down the schoolhouse so he would not have to go to school next September. Obtaining a quantity of oil-soaked rags, excelsior and kindling wood, Binaco started a bonfire before the wooden door of the schoolhouse. Another youth, frightened at his friend's actions, ran to a nearby firehouse, and firemen succeeded in extinguishing the blaze before it entered the building. Binaco was held for the juvenile court.

Students From India In British Colleges

According to a recent report about 1,500 students from India are taking courses of study in schools and colleges of Great Britain. The annual expense of these students to parents or guardians has been estimated at approximately 300 pounds sterling each.

Research Division For Hawaii Schools

The Hawaiian Legislature has appropriated $27,000 for the establishment of a division of research in the department of education. A net saving of $100,000 each year is expected as a result of the work of the bureau in lessening the number of "repeaters" or children who have failed and are required to take an entire year of work over again. A new elementary school which will be ready in February will be used as a special demonstration school. It is the plan of the department of instruction to carry on experiments in educational methods in this school, and to give visiting teachers and educators a chance to observe the system firsthand. Dr. Ross B. Wiley, director of education for the territorial normal school in Honolulu, has been named director of the division.

Persons in New York Qualify for Franchise

To enable themselves to vote under the laws of the State of New York, 28,108 persons passed the Regents' literary test during 1926. This number represented 80.4 per cent. of the men and women who stood the examination. Including persons who presented day and evening school credentials in lieu of the test, 37,000 certificates of literacy were granted during the year. Seventy-five per cent. of those qualifying were men.

College Girls Begin Social Study in New York

A dozen third-year undergraduates at various women's colleges are working under the auspices of the New York Charity Organization Society, and for a month will study social conditions in such places as Ellis Island, Children's Court, the Randall's Island Reformatory, the Sloane Maternity Hospital and the Institute for Crippled and Disabled. The students will gather material enabling them to take back to their various colleges a picture of actual social conditions.

VISUAL INSTRUCTION

DAYLIGHT LANTERNS
STEREOGRAPHS
LANTERN SLIDES
STEREOSCOPES

A VISUAL AID FOR EVERY VISUAL NEED

SOCIAL SCIENCES
HIGH SCHOOL SCIENCES
PRIMARY READING
MAP SLIDES

Write for further information

KEYSTONE VIEW CO.
MEADVILLE, PENN'A

Medical School Door Thrown Open to Girls

Announcement that Hahnemann Medical College, Philadelphia, is to be co-educational featured the seventy-ninth commencement exercises recently. The change will occur when the college is established in the present hospital building on completion of a skyscraper hospital. Decision to admit woman students to the courses had been reached at a meeting of the alumni just before the exercises. Hahnemann will be the only co-educational medical college in the city when the new plan is established. The Women's Medical College here has for many years existed exclusively for the instruction of women.

Gives $400,000 More To Education in Delaware

A gift of $400,000 from Pierre S. du Pont, Wilmington, Del., to further the cause of education in this state is announced. This brings Mr. du Pont's total donations in nine years for this purpose to more than $4,000,000. Through the newly organized Delaware School Foundation, Inc., the gift will be used to build new school buildings in designated districts. The foundation will direct the construction of all school buildings in Delaware and provide the money for architectural accounting and engineering, with no cost to the state. The foundation will handle no public funds and a special auditing system will be used to prevent waste. It will act with the Board of Education and the building commissions authorized by the Legislature.

Senator to Urge Aviation Academy

Senator David I. Walsh of Massachusetts plans to introduce in Congress a bill for a United States aviation academy, to rank with West Point and Annapolis. With the bill will be another for the combination of Army and Navy under one portfolio, with a special division to be assigned to aviation.

Would Ban Huge School Buildings

Huge school buildings may be unwise, according to a report of the committee on school building standards of the American Institute of Architects. The committee says it is not satisfied that structures housing thousands of students serve the best interests of education. The report suggests that efficiency in the use of money and efficiency in education are separate ideals and that in many cases no effort has been made to reconcile them. "This committee notes," the report says in part, "the dismay of the principals and the faculties, overwhelmed by the constantly increasing number of their pupils. Many leaders among the teaching profession are of the opinion that the size of a senior or junior high school should not exceed 1,500 pupils. Some authorities say that if results only are to be considered the maximum should be 1,000." Difficulties in teaching and administration are so magnified by expansion that they become, at times, not merely greater handicaps, but in effect new problems, declares the report.

Vermont College Requires Course in Civilization

A course in contemporary civilization has been made compulsory for all freshman students in Middlebury College. The course, which is given under the department of sociology, will treat with forty outstanding problems in economics, sociology, science, government and education.

Marrying Teachers Problem in Detroit

Marriages were responsible for about half the resignations of teachers in the Detroit public schools last year, according to H. J. Kaufmann, director of the Board of Education's department of statistics and publications. No reason for resignation was given by 17.5 per cent. and Mr. Kaufmann said it may be assumed that many in this group became wives. Although the percentage resigning for this reason has doubled during the last six years, he added, the percentage of resigning teachers has steadily decreased in this period. Considering the cost of training a teacher, both in Detroit Teachers' College and during her early years of service, eighty per cent. of those resigning in the last six years having taught less than ten years, this tendency is expensive to the city, Mr. Kaufmann pointed out.

Honors Accorded Youthful Patriot

That a good deed can't be hidden is vouched for by Joe Esposito, seventh grade boy in a Chicago school who saved his earnings to buy his school a handsome oil portrait of George Washington. Joe's mail a few mornings after making the gift was as full of honors as a non-stop flyer's. He received the annual medal of the Sons of the American Revolution, awarded to him as the boy who had done the most patriotic service during the year. His name was engraved on the reverse side. A letter from an official of the Biograph History League informed the boy that a steel engraving of Washington, seventy-five years old, was on its way. The league had learned of his generosity from a newspaper article. The letter from F. B. Steel of this association with words of praise was too much for Joe. Before his principal had a chance to finish reading it to his proud classmates, children of many lands, the boy slipped out of the room embarrassed.

EMERSON
College of Oratory
HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS BOSTON, MASS.

THE ARLO BOOKS
READING—INTERPRETATION—EXPRESSION

This week we had a letter from the Department of Education of a prominent university. The letter introduced a student of the university who was studying, as his special field of research, book technique: type, page make-up, line-length, etc. The university was sending him out to see the ARLO BOOKS, as representative of the best in book-making for children. The student was from Scotland, a practical printer and type designer. He was good enough to say that he had never seen printing technique in textbooks that equalled that in the ARLO BOOKS.

Schools all over the country value the ARLO BOOKS for these same qualities. Not only are the stories fascinating in style and subject, but books so perfectly made for children of the particular age they fit, that they are noted by educators everywhere.

Your schools will value these same points of book-making. We hope you will try a set next year.

BUSY BUILDERS BOOK	.45	DAN'S BOY	.60
ALLSPICE	.55	ANITA	.65
CLEMATIS	.60	WHO KNOWS	.50
ARLO	.55	PATHWAYS	.80

BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

Two Honor Pupils Downed Handicaps

Dominick Simone, thirteen years old, of New York City's "Little Italy" in Harlem, who received the Rebecca Elsberg Memorial Prize of $150 in gold as the most deserving boy in the elementary schools of Manhattan, is a student of classic literature. His favorite book is Shakespeare's "Julius Caesar." Lillian Zilm, twelve, the girl recipient of the award, is a student and reader of classic and modern literature. She expressed her preference for O. Henry. Dominick is one of a family of nine. His father is ill and has not been able to work for more than a year. His twenty-one-year-old brother, Michael, is the main support of the family. Miss Zilm is the elder of two children of a widowed mother who receives a pension from the Child Welfare Board. Her school record was A A A, which means perfect. The official report showed that she was a favorite with her classmates, always courteous and considerate of others. For a time she was ill, but her health improved at open-air class, and now she will be able to carry on her high school work.

Radio Instruction For Danish Schools

A development of importance in the Danish radio world recently was the appointment of a committee by the Danish Department of Education as a result of a proposal by the official Radio Control Board, to negotiate and arrange for the installation of radio equipment in Danish schools. It is intended that radio instruction will be made part of the daily school routine.

2,000 Trees Planted Annually

Two thousand trees are added each year to the forest established several years ago by Gold Brook public school in Russia, N. Y. School forests are exempt from taxation in New York State, and many schools are acquiring land to be wooded by pupils.

Johnson Education Series

Supervision and Teaching of Reading

HARRIS—DONOVAN—ALEXANDER

IN answer to teachers' questions on typical difficulties in the teaching of reading, this practical handbook offers the best solutions scientific investigation has yet found. $2

JOHNSON PUBLISHING CO.
RICHMOND VIRGINIA

TREND OF THE TIMES

UNITED STATES has 60 per cent. of all the telephones in use throughout the world; Europe has 28 per cent. and the rest of the world 12 per cent. In the United States there were, on December 31, 1926, 17,574,252 telephones, requiring 44,564,234 miles of exchange wire—underground cable wire, aerial cable and open wire—and 6,297,916 miles of toll wire, a total of 50,861,150 miles of wire. The number of daily conversations was put at 52,354,834.

ARIZONA'S RIGHT to statehood in this country is challenged by Joseph Crail, who has been elected to Congress to represent the tenth district of California. He declares that the State of Arizona has "violated, annulled and renounced the Constitution of the United States" and that he will introduce, at the coming session, a resolution to repeal the act by which Arizona was admitted as a state. He says he will base his action on a recent state election in Arizona at which time the people voted to eliminate certain provisions from the state constitution, in order to further their opposition to proposed development of the Colorado River.

POST-WAR UNREST could be prevented to a large extent by universal conscription and establishment of pension policies during peace time, according to United States Senator Royal S. Copeland of New York. "I do not believe the discontent of ex-service men was due to the fact that the soldier had to make a personal sacrifice to join the colors. Rather they are indignant beyond words because the non-service citizens made high wages and accumulated fortunes out of the miseries of the warfare," he declared.

SELLING AIRPLANES on the installment plan is the latest development in the industry in England. The firm of William Whiteley, Ltd., London, are advertising for sale on installment plan De Haviland "Moths," light sixty-horsepower sport planes.

LABOR EFFICIENCY will be investigated in various European countries by the Bureau of Labor Statistics. This bureau has for some time been endeavoring to obtain information upon the efficiency of labor, or the output per man-hour, in the industries based upon the unit of production in each industry. "Mere statements of wages in an American woolen mill or in the English or Scotch mills, of weavers, means nothing unless you know how many yards of cloth the American weaver produces in a given time as against the English weaver," Commissioner Stewart declared.

STARS' HEAT will be measured from Mt. Wilson, California, by Dr. Charles G. Abbott of the Smithsonian Institution with an instrument so delicate that it is believed it could measure the heat of a match 5,000 miles away if no atmosphere intervened. The instrument is described as an improved radiometer, ten times more sensitive than the one used by Dr. Abbott in 1923, when he made the first determinations of the heat spectrum of ten of the brighter stars.

FOREIGN INVESTMENTS by Americans now total $12,300,000,000. The Commerce Department figures estimate that $788,684,075 was sent abroad during the first half of 1927. American investments in Europe are $3,500,000,000; in Latin America, $4,800,000,000; in Canada, $3,200,000,000; in Asia and outlying portions of the globe, $950,000,000. Germany, a heavy borrower during 1926, disappeared entirely from the lists of new flotations in the United States.

TRAFFIC DELAYS due to the inadequacy of city streets in handling the complex stream of modern traffic, cost the people of the United States more than $1,000,000,000 a year, according to estimates recently compiled on the basis of traffic surveys made in several of the largest cities. Congestion on the main thoroughfares of a city affects in varying degrees all business acitivity, and finds its ramifications far down in the foundations of commercial enterprises of all kinds.

CHEMICAL INDUSTRY is absorbing other manufacturing industry, declares Dr. John E. Teeple of the American Chemical Society. "The whole field of metallurgy," he said, "is definitely becoming an integral part of the chemical industry. Tanning, glass, synthetic textiles, petroleum refining, rubber may be added. Look over your automobile, radio, airplane, telephone, office floors and kitchen floor coverings and see whether you can find anything that hasn't undergone chemical transformation."

The BOOK TABLE

PRINCIPLES OF RURAL SCHOOL ADMINISTRATION By Julian E. Butterworth, Ph.D., Cornell University. Cloth. 379 pages. New York: The Macmillan Company.

Mabel Carney of Teachers College, Columbia University, has no rival when it comes to ardent devotion to rural school promotion, to varied experiences as a student of what rural schools need, to scientific study of the basic principles of development of the best results by the use of the means at hand, and as the editor of the Macmillan "Rural Education Series" she is rendering incomparable service to country life in the United States.

There is no question but that vast service has been rendered by the champions of the consolidated school, of whom C. G. Sargent and Lee Driver are foremost leaders; by standardizing rural schools that cannot be consolidated, of whom Francis G. Blair and Clarence H. Dempsey are leaders; by educating rural teachers in service, of whom Augustus O. Thomas and Florence M. Hale of Maine are the brilliant demonstrators; by vitalizing country life through a new thrill in appreciating the field, farm and garden, of whom Bert Cooper of Maryville, an understudy of Perry G. Holden of the International Harvester Company, is the master mind; by co-operative marketing as Macy Campbell hopes for, and over and above all this by intensive supervision of harvesting and marketing the school work of every child, of whom Edward J. Tobin is both the genius and the master mind.

Dr. Julian E. Butterworth, in "Rural School Administration," comes the nearest of any one whom we know of seeking a safe and sane complex for the reorganization of rural school functioning. Here is what Mabel Carney says in the Introduction to this book, which is really a famous book:—

"The most immediate and pressing problem of rural school improvement is that of re-organization. This implies not only the wise and efficient consolidation of schools wherever possible, but the generous support and highest development of one-teacher schools wherever necessary. It means also the retention of *all that is good—and much good there is*—in one-teacher organization, the employment of taxing units large and resourceful enough to insure the adequate financing and direction of rural education, and above all a recognition and appreciation of the farmer's point of view on civic matters and of his peculiar contributions, reservations, and difficulties in community organization.

"These factors make the task of rural school administration both difficult and distinctive, yet little regard has been given them thus far. Students of school administration have concentrated upon cities for the most part and have neglected the rural aspects of their problem; or when attempting to enter the rural field have ignored and over-ridden the human factors involved. This accounts above all else for the conservatism and caution with which farmers sometimes resist reform in school administration and explains very largely the obsolete practices and ideals still persisting in this field.

"Under these conditions it has remained for Professor Butterworth to come forward as *the first outstanding student of rural school administration and as the author of the first adequate book in this specialized field.* Others, it is true, have assayed this task, but all have fallen short either on the scientific educational side on the one hand or on the 'farm-understanding' side on the other. Professor Butterworth alone among all who have written on this subject seems to have had the professional technique and the rural sympathy to handle the question satisfactorily."

TOY TOWN. By Etta Austin Blaisdell. Illustrated by Clara Atwood Fitts. School Edition. Cloth. Charmingly illustrated. Boston: Little, Brown and Company.

Children in school are getting as attractive books as any holiday gift books. When a book demonstrates a rare charm for little people as did "Toy Town," the publishers are sure to reproduce it with every holiday attraction, merely reducing the price because of the enormous sale that is assured.

Toys are the universal interest of childhood. What little girl does not cherish her dolls, play at housekeeping with her dolls' house, cook over the toy stove, rock the good children and spank those that are naughty? What little boy does not ride to distant lands on his rocking-horse, march his toy soldiers up the counterpane hills, parade the animals down the street in a circus procession, or send the fire department dashing away to put out the fires of his vivid imagination. In "Toy Town," when the lights are low, the toys play among themselves at all these games.

Here is a book all about the fun in "Toy Town." It is a book that any little boy or girl who is just beginning to read can enjoy for himself,—a book for silent reading in school if the teacher wishes, a book for oral reading with excellent opportunity for real expression, a book for reading at home by one's self in the evening, a book to tuck under one's pillow and read in the morning before the grown-ups are awake; in short, a book for any child who likes to live for an hour now and then in the fascinating land of toys.

PHYSICAL EDUCATION FOR PRIMARY SCHOOLS. Informal Gymnastics in Lesson Form with Piano Accompaniment. By W. A. Ocker, M. D., director Physical Education and Hygiene, Indianapolis Public Schools. Cloth, 6 by 11 inches. New York: A. S. Barnes and Company.

Here are a limited number of games and action stories suitable for children of the primary (first and second) grade. They are arranged in lesson form. Each lesson is complete in itself. There are singing games and action stories which appeal strongly to little children because they gratify the inherent desire for muscular activity and offer an opportunity for a bit of play acting. Jolly music, the nursery and Mother Goose rhymes, set to traditional music never fail to make the child feel at home in its new surroundings.

The activities, whether in song or story, are not in long series of complicated movements. Children between the ages of four and seven do not easily remember difficult combinations, nor, if they could, would such movements appeal to them. They are not interested in the movements *per se*, but rather in the interpretation of the activity suggested by the story or the song. The best and greatest interest is aroused when every movement represents some known activity, and when this activity is the spontaneous expression of the story. The small child likes "to act," to imitate and to express its emotions in the form of physical movements.

It is neither wise or desirable to permit the children to sing in full voice while playing vigorously—the admonition to "sing softly and sweetly" instead of loudly will usually prevent the straining of voices. Each song has a very simple piano accompaniment, arranged in such a manner that the teacher can direct the work with and from the piano. The activities connected with the songs are not meant to be interpretive of the song, but rather the result of a suggestion caught from the words or the title.

In arranging these games and stories

the author has selected such songs and activities as will give pleasure to the children who play them. They must be recreative in nature. They are of educational and social value, and the lessons are arranged as to their difficulty, the more simple ones at the beginning with those following increasing step by step in their demand for attention, interpretation and activity. Rhythm is emphasized in every lesson. Each lesson offers abundant opportunities for practicing courtesy, truthfulness, politeness, honesty, loyalty and friendship. The activities throughout the entire book aim to prepare the child for the more formal work of the next higher grade. The lessons are practical; each story and each game has been thoroughly tried and tested as to its fitness for a place in a system of primary physical education.

LATIN FOR TODAY. A First Year Course. By Mason D. Gray, director of Ancient Languages in East High School and Junior High Schools, Malden, Massachusetts. 445—XXXIII—58 pages. Ginn and Company. Catalogue price $1.40.

This book is said to embody the major recommendations of the Report of the Classical Survey in the work of the first year. In fact Dr. Gray was one of the men who conducted the survey, and is otherwise notable for his contributions to the improved study of Latin in high schools. There are seventy-eight lessons, and each lesson has five sections, namely: A passage of connected Latin; notes on the passage; application of Latin to English; drill and review. The following are the special features of the work: Every lesson from the beginning is based on a passage of connected Latin, which also develops the Latin vocabulary, syntax and inflections; the pupils, through repeated directions, are taught to follow the thought in the Latin order, before translating; new words are first met in the connected Latin; many forms and constructions, usually included in the work of the first year, are postponed; much emphasis is placed on the correlation of English and Latin; and finally, to enable the pupil to develop an historical and cultural background, there is much supplementary reading.

A work of this kind, departing so radically from old-time methods of teaching Latin, should perhaps be judged from the viewpoint of the pupil. Thus, in the first place, it would seem impossible for even our best ninth grade pupils to complete the 445 pages in one year, or perhaps in a year and a half. Moreover, when the book has been finished, there will still remain to be learned all the forms and constructions of the subjunctive mood. Furthermore, in spite of the large amount of reading matter, it would seem doubtful whether the pupil would learn to master the real difficulties of Latin translation. These difficulties, as all experienced teachers of Latin have found, are centred largely in subordinate clauses, such as those with ut, cum, quod, etc., none of which are found in this book, in spite of the 445 pages. Again, is there not danger that the mind of the ninth grade pupil may become hopelessly confused, with nominatives and accusatives of nouns, adjectives and pronouns introduced at intervals for many pages, and all this before any of the forms are learned in their entirety? Finally, we find a large part of the book expressed in English which seems too ponderous for the mind of a child to comprehend, as for example on page 252, at the beginning of Lesson 48: "In the midst of the growing devotion to the pursuit of wealth and pleasure that characterized the Romans of Italy, this family was a shining example of the old Roman qualities of patriotism, integrity in private life, and regard for the gods."

Is there not serious danger that our young people of the adolescent age would simply be lost in the maze of ponderous English, disconnected forms and constructions, new ideas, and inductive methods, encountered at every point? And all this would happen before the main difficulties in the study of Latin, that is to say, mastery of the principles of the subjunctive, and ability to translate complex sentences, have been encountered. Should not a beginner's book, however *inductive* or *modern*, be small, with simple, easy sentences, both in Latin and English, with emphasis on the old-fashioned idea, developed through the centuries, of *committing to memory* forms and simple grammatical principles, at that early age when committing to memory is easier than at any other period in life? Such, at least, is the opinion of the reviewer.

MY LIFE WITH THE ESKIMOS. By Vilhjalmur Stefanson. Abridged Edition. With Forewords by Henry Fairchild Osborn and Reginald Walter Broch. Cloth. Illustrated. 382 pages. New York: The Macmillan Company.

We doubt if any one will ever write as fascinating a story of living in the Arctic region as Stefanson has written. He was young, adventurous, and ahead of other pioneers to actually live with the Eskimos. He has written nine books about the Eskimos, but this is the one prepared especially for school use and it meets every need of a vivid story of real life for two years among a strangely interesting people.

Books Received

"Among the Danes." By Edgar Wallace Knight. Chapel Hill: The University of North Carolina Press.

"The Small Junior High School." By Francis T. Spaulding. Cambridge: Harvard University Press.

"Home Folks: A Geography for Beginners." By J. Russell Smith. Philadelphia: The John C. Winston Company.

"Les Miserables." By Victor Hugo. Edited by Flora Campbell. — "Le Maitre du Moulin-Blanc." By Mathilde Alanic. Edited by C. W. Bell. —"Malficeli." By Aime Rebald. Edited by R. P. Jago. Boston: D. C. Heath and Company.

"Immensee." By Theodor Storm. Edited by Batard Q. Morgan and Elmer O. Wooley.—"Elementary Italian Grammar." By Joseph Louis Russo. Boston and New York: D. C. Heath and Company.

"Thinking, Speaking, and Writing." Books One, Two, and Three. By Edwin Van B. Knickerbocker and Donald Lemen Clark and Benjamin Veit. New York: Silver, Burdett, and Company.

"Oregon Chief." By C. E. Hudspeth. —"Dix Contes Mordernes." Edited by H. A. Potter.—"Lectures Faciles." By Jules Lazare. Boston: Ginn and Company.

"History of the American People." By David Seville Muzzey.—"High School Chemistry." Form A and Form B. By Henry L. Gerry. Boston: Ginn and Company.

"Modern Essays of Various Types." —"Midsummer Night's Dream." By William Shakespeare. — "Old Testament Stories." New York: Charles E. Merrill Company.

"Europe: The Continents and Their Peoples." By James Franklin Chamberlain and Arthur Henry Chamberlain.—"Third Grade Arithmetic Practice." New York: The Macmillan Company.

"Italian Lessons and Readings." By Charles Upson Clark. Yonkers-on-Hudson, New York: World Book Company.

"A Book of French Verse." Collected by St. John Lucas. New York: Oxford University Press, American Branch.

"Comparative Education." By H. W. Foght, A. H. Hope, I. L. Kandel, W. Russell, Peter Sandiford. New York: E. P. Dutton and Company.

"The Land of William Tell." By Jay Earle Thomson. Richmond, Virginia: Johnson Publishing Company.

"Speaking and Writing English." By Bernard M. Sheridan, Clare Kleiser and Anna I. Mathews. Book One. Chicago: Benj. H. Sanborn & Company.

"Beginner's History of the United States." By James A. Woodburn and Thomas F. Moran. New York: Longmans, Green and Company.

"Citizens' Reference Book." Volume 1. By Elizabeth C. Morriss. Chapel Hill: The University of North Carolina Press.

"A State Education System at Work." By M. V. Shea. Published by the Bernard B. Jones Fund.

"The Essentials of German Reviewed." By Peter Hagboldt. Chicago: The University of Chicago Press.

"School Building Problems." By George D. Strayer and N. L. Engelhardt. New York: Teachers College, Columbia University.

"Indian Nights." Famous Indian Legends Retold by G. Walter Browne. New York: Noble and Noble.

"Star Bright." By Laura E. Richards. Boston: L. C. Page & Company.

"Where and How to Sell Manuscripts." By William B. McCourtie. Springfield, Mass.: Home Correspondence School.

"Secondary Education in Country and Village." By Emery N. Ferriss. New York: D. Appleton and Company.

"Exercises in Actual Everyday English." By P. H. Deffendall. New York: The Macmillan Company.

"Junior Exercises in Business Practice." By Harold E. Cowan and Harold W. Loker. Boston: Ginn and Company.

"Probation and Delinquency." By Edwin J. Cooley. New York: Thomas Nelson and Sons.

ESTABLISHED 1869

HIGHER IN QUALITY THAN IN PRICE

HOLDEN BOOK COVERS

Defeat WEAR Defy WEATHER Reduce WASTE

And Save Money by Making School Books Last Longer

SAMPLES FREE

HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

Rare

"Pa, what is a rare volume?" asked Clarence.

"It is a book that comes back after you have loaned it," replied Pa.—Vancouver Province.

Limitations

A small girl who had done unusually well in the second grade was promoted to the third. Upon meeting her former teacher whom she loved dearly, her first words were: "Gee, but I wish you knew enough to teach me next year."

Why the Choir Sang

The choir was peeved at the minister and to get even with him all agreed they would not join in singing the hymns at the morning service. But some loyal soul told the preacher all about the plot.

"We will now sing that grand old hymn, 'We're Marching to Zion'," the preacher announced, "omitting the first verse."

The second verse begins, "Let those refuse to sing who never knew our God." The whole choir sang.

Ask Ma

"Pa," said Clarence, "what is a peace offering?"

"Anything from a box of candy to a fur coat, son," replied his dad. —Cincinnati Enquirer.

Something He Didn't Want

Father (arriving home)—"What's your little brother crying for?"

Elsie—"Buddy's not crying for anything—he's had it."

Protected Dad

Father—"So the teacher caught you using a bad word and punished you."

Tommy—"Yes, and she asked me where I learned it."

Father—"What did you tell her?"

Tommy—"I didn't want to give you away, pa, so I blamed it on the parrot."—Vancouver Province.

And That By Radio

"Flats am gittin' so small," remarked Uncle Ezra, "purty soon dar won't be much left of 'home, sweet home,' 'ceptin' de tune."— Boston Transcript.

All Gone

"I understand Blink's wife has lost her mind."

"I don't doubt it. She's been giving him a piece of it several times a day for years."—Capper's Weekly.

Shakespearean Anyway

Conversation of two campus aesthetes, recently overheard:—

"You know, I feel like Hamlet did when he said: 'O Death! where is thy sting?'"

"Hamlet didn't say that."

"No? Well, who did?"

"Othello said that."

"Well, what did Hamlet say?"

"Hamlet said: 'My kingdom for a horse.'"

"Well, that's nice, too."

—Brown Daily Herald.

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY Dept. 77, Chicago for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
Portland, Me., 415 Congress St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 808 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Los Angeles, Cal., 548 So. Spring St.
Send for circular and registration form free.

THE CARY TEACHERS' AGENCY

Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl Street, Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon Street Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

THE EASTERN TEACHERS' AGENCY

Reputation founded on over thirty years of successful experience.

Established 1890 **6 BEACON STREET, BOSTON**

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. **8 Beacon Street, Boston**
Telephone Hay. 1678. **Established 1885**

The Pratt Teachers' Agency 70 Fifth Avenue NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

A. W. HOLMAN TEACHERS' AGENCY

325 WILLIAMS STREET, NEW LONDON, CONN.

This agency offers free registration to teachers, and free service to employers.

JOURNAL MAIL BAG

A Tribute to Mr. Howes

Editor, Journal of Education:—

On June 8 a banquet was given by the Taunton (Mass.) Teachers Club as a tribute to Fred A. Howes, music supervisor in Taunton for thirty-eight years.

Mr. Howes came into the Taunton system when I was in the third grade. I worked under him as pupil, teacher and principal, and I have never known a man so much beloved in any school system as Mr. Howes.

The following poem written by Miss Mary E. Galvin, one of Mr. Howes' teachers, was read at the banquet:—

'Tis a privilege and an honor
To raise our voice today,
And make it sing such praises
As our powers within us lay.

If we can express a little
Of what we really feel,
'Twill help us in the parting
Life's friendship now to seal.

So cheerful, frank, and friendly,
So kindly in his ways,
His youthful spirit ne'er daunted;
His zenith is today.

So prompt in his program of service,
So helpful in ways all his own,
Unassuming and quiet of manner,
In the height of success he is shown.

To have talent and to give it,
And never count the cost
Of labor, time, and striving;
And let no appeal to be lost.

To hear a call and to heed it,
And give of his very best
Becomes a Master of Music,
Found true in every test.

Farewell and greetings together
To the past and future in truth,
We'll cheer and urge you onward,
Our blessing—Dear Friend of Our Youth.

Cordially yours,
Mary Elizabeth O'Connor,
Supervisor of Elementary Schools,
Natick, Mass.

Answers to "What Is Your Professional I. Q.?"

[Questions are on page 76.]

141. David Eugene Smith.
142. Ralph Waldo Emerson.
143. Framingham. Went there from West Newton and was the first State Normal School in the United States. It was established at Lexington.
144. Henry Clay imported the first Herefords.
145. Walt Whitman.
146. Ginn and Company. Lewis Parkhurst and Henry H. Hilton are prominently associated with Dartmouth College. Dr. Parkhurst has given Dartmouth College one of the best buildings on the campus. George A. Plympton is president of the Board of Trustees of Amherst College. Dr. Charles A. Thurber is closely related to the Alumni associations of Cornell University and Clark University.
147. Salem, Massachusetts.
148. Little, Brown and Company, Boston.
149. Flora J. Cooke.
150. Woman Suffrage.

Meetings To Be Held

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Howard Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

6: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

10-12: Minnesota Education Association: C. G. Schulz, 919 Pioneer Building, St. Paul, Minn.; Minneapolis, Minn.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana, Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

TEACHERS WANTED
National Teachers Agency, Inc.
Philadelphia Syracuse
Pittsburgh Indianapolis
Northhampton Memphis
Awarded Gold Medal at Sesquicentennial for Placement Service

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
173 Tremont St., Boston, Mass.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY
PERSONAL ACQUAINTANCE
DISCRIMINATING SELECTION
CAREFUL RECOMMENDATION
Free registration now for fall vacancies
Prompt and careful response to inquiries
BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY
42ND YEAR
25 E. Jackson Boulevard, Chicago
535 Fifth Avenue, New York
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.
TEACHERS WANTED especially those desiring Promotion. Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

The Corlew Teachers' Agency
GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.
ALBANY TEACHERS' AGENCY, Inc.
Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions
We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.
74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY
We have unusual facilities for placing teachers in every part of the country.
6 Beacon St. . . Boston, Mass.
ALVIN F. PEASE, Manager
Long Distance Telephone
Member of National Association of Teachers' Agencies